

① 550,000  
 50,000  
 2150  
 ② Subsidy to prop. structure ended 160m.  
 ③ Csg. Buildings - No further units + Reg. Green Building 180.  
 INTERIM REPORT  
 EDUCATION POLICY PROPOSALS

INTRODUCTION

④ Cmsr - P.L.F. - 10m.  
 ⑤ M.M.T. - 10m.  
 D.R.C. 3. 2300

Two themes have provided the basis of our approach to educational policy. The first is that of standards in education, and the second that of greater parental influence and freedom of choice in education. The struggle for the continuation of selective secondary schools is being subsumed in these themes, and we are concentrating upon stressing our concern to raise standards in comprehensive schools. Thus we recommend a Parents' Charter. This is in line with our emphasis in Housing policy to encourage families to own their own homes, and in our Social Welfare policy of introducing benefits such as the attendance allowances to help young families to look after their elderly relatives at home instead of sending them to old people's homes and hospitals.

We also recognise the need to develop policies in education consistent with financial restraint and the need to enable children to develop their aptitudes and abilities to the full. This has argued against the uniform comprehensive system of secondary education favoured by Labour. We have been concerned to maintain and to improve standards of discipline and academic excellence in all schools, and to encourage variety of educational institutions. Accordingly, each policy group was made aware of three guidelines:

- The maintenance and improvement of standards of academic excellence and discipline consistent with diversity of educational institutions.
- The need for more parental choice and involvement in the education of their children.
- The need for restraint in public expenditure.

THEMES1. STANDARDS AND DISCIPLINE

The Standards and Discipline policy group under the joint chairmanship of Janet Fookes and Lord Belstead has considered ways of raising standards of teaching and education and discipline. This policy group has reported back with twenty-seven separate proposals:

1. The next Conservative Government should state clearly that its top priority is the encouragement of improved standards of literacy and numeracy from primary school to university, in parallel with the determination to improve disciplinary standards in schools.

2. A national system of monitoring performance of schools should be established.

3. The Bullock Committee's monitoring proposals should be implemented.

Proposed  
 standards  
 booklet

How

4. The Assessment of Performance Unit (APU) of the DES should be strengthened and given the resources to undertake or commission research into the form of monitoring to be introduced, and to be responsible for its administration.

5. The APU should be empowered to make recommendations to the Secretary of State, to local Education Authorities (l.e.a.) and governing bodies for any changes felt to be necessary in the running of schools.

6. The APU should consider the question of whether there is a body of knowledge which every pupil should have.

7. Externally set and moderated examinations should remain an essential part of the examination system.

8. National minimum standards in reading, writing and arithmetic should be introduced for all pupils before they embark on secondary education. The age at which the tests should be taken should be decided after further consideration, but they must be taken in sufficient time to permit remedial work to be undertaken where needed. The results of individual pupils should not be made public. The APU should be responsible for setting the standards and administering the tests, though it is anticipated that it would wish to commission some of the research required rather than undertake it itself.

9. HM Inspectors should continue to have an important role in ensuring the efficiency of individual schools and should be an indispensable part of all functions of the APU.

Furthermore, consideration should be given to the reintroduction of full-dress HMI inspections.

10. The James Committee's recommendations for an all-graduate teaching profession, more induction training and more in-service training should be speedily implemented within the limited resources available.

11. Teacher training courses should give more attention to training in good teaching methods and the maintenance of discipline.

12. Practising teachers should be involved in teacher training, while college lecturers should be required to return to teach.

13. Good classroom teachers should be encouraged to teach, and not to become purely administrators, and the career structure should reflect this priority.

14. Existing teaching methods should be subjected to evaluation and there should be a continuous assessment of teaching methods by or on behalf of the APU.

15. The evaluation of mixed-ability teaching, especially after the age of 14, should receive top priority.

16. There should be an immediate and thorough enquiry into the standards, discipline and social attitudes existing in secondary schools, with special reference to comprehensive schools, in order to assess the merits of different forms of reorganisation and to evaluate the change from selective to non-selective education.

17. Direct Grant schools with their proven standards of work should be encouraged by re-opening and expanding the direct grant list, and with their status safeguarded by being placed on a statutory basis.

18. Parents should be encouraged to have more influence in the running of the school their child attends.

19. Much greater stress should be laid in training courses for teachers on the nature of discipline and practical instruction given in classroom techniques relating to the maintenance of discipline and order.

20. A thorough survey of truancy must be conducted.

21. Teachers should be given clear guidelines so that they know by whom and on what occasions sanctions may be used.

22. L.e.a.s should give full support to Heads and their staffs in matters of discipline. In the event of a dispute arising in which they do not give their support, then the L.e.a. should be asked by the DES to justify its action.

23. Class records and individual records should be kept in order to provide a formal framework for school discipline.

24. Teachers especially concerned with pastoral duties should give priority to nipping in the bud signs of bad behaviour before the problem becomes too serious.

25. In cases of disruptive behaviour, teachers should be kept informed by welfare workers of difficulties in pupils' homes and community backgrounds. Parents, teachers and governors should all be involved when making decisions about bringing in outside agencies to deal with disruptive pupils.

26. The responsibility and status of Educational Welfare Officers should be studied to see if they are being sufficiently encouraged in their work.

27. Penalties for truancy should be reviewed.

We have also called for a broad educational policy in respect of standards:

1. National standards in reading, writing and arithmetic should be reintroduced. The training period for teachers should give more attention to teaching these basic skills.

2. Since the standard of education depends largely upon the quality of teaching, we must extend in-service training and work towards bringing about an all-graduate teaching profession.

3. We must devote more attention in teacher-training courses on how to maintain discipline in the classroom and how to organise curricula.

4. New teaching methods should be thoroughly evaluated by controlled experiments conducted by university departments and other bodies before they are introduced.

5. Monitoring of the performance of children to ensure that they are developing to the full their aptitudes and abilities, should be introduced. In this respect, the APU has a crucial part to play and must be given the resources to do so.

6. A genuine partnership should be created between home and school. Parents should be encouraged to become more involved in their children's education through representation on school boards of governors and the formation of effective parent-teacher associations.

In addition to these proposals, we have called for a Bullock type enquiry into the teaching of mathematics and the sciences across the curriculum, and for an inquiry into comprehensive and religious education.

1a. EXAMINATIONS

It has been agreed as a matter of policy that we will oppose the Schools Council's proposals for a new common examination at the age of sixteen-plus on the grounds that although there may be a need for a new school-leaving age examination, such an examination need not be 'common'; that examinations are best when externally set and assessed, and that we have to remember that the educationalists provide the educational service, but the customers are industry, commerce and the professions.

1b. THE SCHOOLS COUNCIL

Consideration is being given to the possibility of abolishing the Schools Council. This might be achieved by (a) amalgamating it with the National Foundation for Educational Research; (b) reconstituting the Schools Council to reduce teachers' influence, and using it to play a part in the organisation and administration of a system of national monitoring of schools, or (c) straight abolition (thus saving £2.7 m. p.a.). Of these three options, option (b) is recommended.

2. THE PARENTS' CHARTER

The Parents' Charter policy group under the chairmanship of Sir George Sinclair considered ways and means of implementing the Parents' Charter outlined in the October 1974 Manifesto and proposed:

1. Section 76 of the 1944 Education Act to be reworded to provide that pupils are to be educated in accordance with the wishes of their parents unless the l.e.a. can show that to do so would involve unreasonable public expenditure or be inconsistent with the provision of efficient instruction and training.

2. Statutory provision to be made so that parents can enjoy not only choice of schools within the maintained sector, but also of such non-maintained schools as may have agreed arrangements with one or more l.e.as. Those parents living near l.e.a. borders should, with the consent of the l.e.as involved, be able to choose schools outside their l.e.a. areas. Any extra transport cost involved in a parent's choice of school beyond that ordinarily provided by a l.e.a. is to be met by parents.

3. A system of local appeals boards to be set up in each l.e.a. area to hear appeals against l.e.a. decisions over choice of schools. These appeals boards to be independent of the DES, and no l.e.a. representative is to be selected or appointed a member of a local appeals board. The decisions of local appeals boards are to be binding and enforceable. As in the case of all administrative and quasi-judicial bodies, there would always in the last analysis be recourse to the courts if it were thought that a local appeals board had acted unreasonably. Courses of training for members of local appeals boards to be made available by the DES on the same lines as those presently available for the Magistracy.

4. To help parents make their choice of school, schools should be required to publish at the beginning of every autumn term simple prospectuses, including an annual report, containing an explanation of the school's educational aims and achievements and the curriculum. The annual report should describe the school's achievements in academic and other activities including public examination results, and should indicate any important changes anticipated.

5. Subject to the consideration of the Taylor Committee's report, we wish to see at least one-quarter of the total number of governors of a school to be parents of pupils currently at the school. Parent governors to be elected at regular intervals by secret postal ballot by all parents of pupils at a school. Courses of training for governors of schools should be made available by the DES on the same lines as those presently available for the Magistracy.

6. The October 1974 Manifesto pledge to oblige Heads to form parent-teacher associations should be widened into one to encourage Heads to form School Associations with voluntary membership not exclusive to teachers and parents of pupils at a school, and these Associations to be encouraged to undertake activities beneficial to the educational and leisure achievements of a school.

7. Most direct grant schools, forced by this Government to choose between becoming completely comprehensive (and part of the maintained sector) or independent, have decided to resume independence and retain control over their high standards of work and conduct.

This Government have now cut off the assistance which enabled many parents to send their children to such schools and to other schools in which entrance is based on selection by ability.

We shall offer a scheme of assisted places to help parents who want their able children to be educated in such selective schools but cannot afford the full fees. We shall safeguard this scheme by placing it on a statutory basis.

The underlying principle throughout has been that parents' choice and parents' rights should be respected consistent with financial restraint.

3. THE EDUCATION VOUCHER

It has been agreed that a limited number of voucher experiments should be encouraged as a matter of policy where

local education authorities are prepared to undertake such experiments.

In many areas, however, parents have no real choice of school. In order not to offer a promise of choice which we cannot fulfil, we offer through the Parents' Charter involvement and an effective system of appeals over local education authorities' allocations of places at schools. However, it has also been agreed that further study will be undertaken into the bureaucracy involved in the appeals procedure proposals of the Parents' Charter policy group, and into the methods of monitoring nationally voucher experiments and whether vouchers should be extended to the private sector.

## THE SCHOOLS

### 3. NURSERY SCHOOLS

It has been agreed that we will encourage as a matter of policy the formation of voluntary pre-school play groups, and that we will not attempt in Government to continue the full nursery school programme initiated by the last Conservative Government in 1972. Instead, we will accept the present Labour Government's decision to provide for no change in the number of under-fives in school after 1976-77, and their expectation that by 1980 places will be available for four-fifths of the policy target set by the Conservatives in 1972.

The Under Fives policy group under the chairmanship of Anthony Steen has proposed:

1. Parents should pay, with provision for hardship, for full day care when utilised, as well as for nursery classes.
2. Projects involving mothers and volunteers in under fives provision should have an enhanced status. The need for genuine neighbourhood togetherness should be at the cornerstone of our policy for the young. Voluntary projects should be seen not so much as augmenting statutory services as providing a serious alternative to them at a fraction of the cost.
3. The whole essence of work with the under fives is that it should be as creative, spontaneous and flexible as possible.

This policy group also plans to develop proposals for the further development of voluntary provision and the more widespread use of child-minders. The group is currently looking at provisions for the over fives and especially the situation of children in the city areas; the case for adventure playgrounds and playgroups, and ways in which these can be developed involving the maximum participation of families rather than the appointment of trained professionals; the provision of minimum recreational facilities in areas of high density housing and the need to pass legislation providing Parker Morris standards in environment as well as buildings. The group plans to present its final report by May 1977.

MM

4. PRIMARY SCHOOLS

Of the 20,800 primary schools in England and Wales, more than half were built before 1946 (11,200) and more than a quarter were built before 1933 (5,250).

If cash limits are imposed on local government spending, it is proposed that local councils' freedom to apportion their capital spending might be directed in part by the Secretary of State being given the power to allocate capital resources specifically within the provision of a 'quota' to cover all capital spending on education. Within the quota, local councils would be free to apportion that amount which the Secretary of State had not specifically apportioned.

The proposals of the Standards and Discipline and Teacher Training and Supply policy groups are particularly relevant to primary schoolings, and the recently formed policy group under Peter Bottomley which is looking into the whole field of primary education is expected to report back early next year.

5. SECONDARY SCHOOLS

It has been agreed that we will continue to maintain selective schools together with comprehensive schools. In order to avoid great disparity in the educational provision of different areas, effort will be given to obtain an even distribution of selective schools. This may be obtained by offering a new status for direct grant and voluntary aided schools on a free or assisted place basis. However, since about 70 per cent of secondary school pupils now attend comprehensive schools, in Government great emphasis must be placed upon improving standards in these schools. In this respect, the proposals of the Parents' Charter and Standards and Discipline policy groups are particularly important.

We are pledged to re-open and to expand the direct grant list on a statutory basis, and to repeal those sections of the Education Bill at present before Parliament which, if it becomes law, will compel all local authorities and voluntary schools to become fully comprehensive.

We propose to undertake further studies into the problems:

- a) Size of schools.
- b) The role of sixth form colleges.
- c) Streaming and setting.
- d) Vocational and technical training.
- e) Auxiliary and non-teaching staff.
- f) Methods of monitoring standards.

11-16

Getting on

6. SCHOOL-LEAVING AGE

It has been agreed that as a matter of policy we will recommend that Heads, with the agreement of the parents concerned, should have the power to allow pupils to leave school early, as long as proof is obtained of such pupils' admission to apprenticeship schemes; service in the Forces; to Further and Higher education institutions, and jobs where further education is involved. Further consideration is being given as to how to enforce this.

We have also proposed a school-leavers' charter:

1. Training opportunities should be made available to all young people who need them.
2. Young people should be encouraged to stay on at school where schemes of apprenticeship and vocational training could be integrated with class attendance. The last two years at school should be more closely related to job opportunity for those intending to leave.
3. The Trident Trust Scheme should be encouraged and expanded providing as it does work experience and community service for senior pupils.
4. The Community Industry Scheme set up by the last Conservative Government should be more widely utilised.
5. Career guidance in schools should be improved. In particular, we want better advice to young people about further education prospects.
6. We want teachers to follow the less publicised recommendation of the Houghton Report that "they should accept an obligation to use their professional power and expertise in the community service".
7. The Recruitment Subsidy Scheme, at present only available to those who left school in 1975, should be widened to include current school-leavers.

The policy group on Youth and Community under the chairmanship of Anthony Steen has concentrated largely upon the plight of unemployed school-leavers and proposes:

1. To encourage the under 30s to become involved in local government, trades unions, community associations, etc., and to offer greater opportunity to them to be involved in community service by establishing Youth Volunteer Offices.
2. To offer unemployed school-leavers a wage for community service or possibly establishing a six months to one year national community service.
3. To encourage employers to support youth services and the provision of recreational facilities through a system of grants.
4. In order to stimulate responsible attitudes amongst the young, consideration should be given to the pricing of 17-18 year olds on the juvenile bench.



# 7. DISADVANTAGED CHILDREN

The policy group on the Educationally Disadvantaged Child under the chairmanship of Fred Silvester has submitted nine interim proposals:

1. A Conservative Government should continue to vote additional resources specifically to assist the education of the educationally disadvantaged child.
2. Such resources should be available to disadvantaged children in any school and not channelled solely through special priority schools. →
3. The social priority school teachers allowance should be discontinued at the next review of Burnham salaries. The additional points allowance of up to 20% should also be abolished. }
4. The Government should make available not less than £11.4 million for assistance to the educationally disadvantaged child. This sum should be allocated according to the bids of individual schools for any purpose they wish which has as its aim the assistance of disadvantaged children. The sifting of projects would have to be undertaken by the local authorities.
5. The last years of secondary school should provide a better curriculum about parenthood and we should investigate the opportunities provided by pre-natal and post-natal clinics to stimulate greater parental understanding of their educative role.
6. The recommendations from other groups for the short-term contracts for headmasters and deputies and for parental governors and managers and school prospectuses are of special importance to the solution of these problems.
7. The expenditure on pre-school education should continue and no attempt made to introduce a universally applicable scale of fees. We should conduct a study of all the agencies currently engaged in assisting parents from the onset of pregnancy to the entry of the child into primary school in order to avoid waste of resources and to take advantage of the most valuable period in securing parental cooperation. The urban aid programme should be revised in order to allow participation from voluntary funds.
8. The more extensive monitoring proposed by other policy groups should include monitoring designed to identify at the earliest possible stage children in need of special attention and to assess their subsequent progress.
9. Teachers should be relieved of much of the time-consuming aspects of pastoral care, but should have automatic access to records of the Social Services Department concerning their pupils. A study should be made of the role of the Education Welfare Officer. The study should aim to reduce the number of people involved in individual cases and to provide an active service which could follow through with the appropriate bodies giving any assistance which the schools identified as necessary.

## 8. FURTHER AND HIGHER EDUCATION

The Post-school Education policy group, under the chairmanship of Dr. Keith Hampson, has produced an extensive interim report which it is recommended be read in full. The group has sought to increase opportunities by establishing a more open system containing centres of excellence which will guarantee the right to learn and the right to re-learn in the entire range of educational provision for people beyond compulsory school level. Lacking any long-term view of the shape and scale of overall post-school provision, the expansion of opportunities has in the last decade been rapid but ragged and expensive. There is without question considerable overlap of function and resource use. Since closest to the Labour Party's heart are the secondary schools, there seems to be a great opportunity for Conservatives to seize the initiative in the development of post-school education. The group's proposals are summarised as follows:

1. Universities should remain the core of higher education with the Conservative Party pledged to their autonomy. Thus the University Grants Committee must continue. However, since student demand has been largely for social science and humanities courses, a period of consolidation rather than of continued expansion is recommended. This will also have the advantage of enabling universities to manage on the reduced resources available.

2. To persevere with present expansion policies while resources continue to be cut will result in overloading universities, worsening morale and threatening their standards of excellence, particularly in research. To protect their traditional unique role, there should now be a general policy of consolidation with alternative routes found for increasing numbers, many of whom are poorly motivated and have been sucked into universities by convention.

3. Apart from certain restrictions, any growth in intake should be geared to science and technologically-based subjects where capacity is under-used, rather than maintain the current expansion in humanities and social science.

4. We should aim to encourage a break between school and higher education and make greater provision for people to re-learn and re-train.

5. The obvious source for such provision - more vocational education sensitive to local requirements - is the polytechnics, but 80% of polytechnic students are now enrolled on advanced courses and there has been a trend to shed lower-level and part-time work. This academic drift should be halted and polytechnics should not become incipient universities like the CATs.

6. Most part-time provision is in further education. We see this as a most adaptable tier with great potential use of existing resources. They can provide a more stimulating and more relevant educational environment for the 16/19 age group (Richmond's Tertiary College is worth promoting elsewhere to rationalise sixth form FE provision for the 16/19 age group).

- they can offer advanced education (particularly at the technician level) at cheaper cost than elsewhere because there are no residential or research costs to carry.

- they can offer the best method for short-term adjustment of supply and demand in the labour market.
- it gets young people off the streets and offers re-training that has a higher educational element than the narrow twelve-week skill training offered by the Training Services Agency.
- it can provide a second chance for the ill-motivated at school and those from unchallenging neighbourhood comprehensives; work experience improves motivation to study.
- it provides more choice for individuals and opportunities for the strivers to improve qualifications.

7. The F.E. option must be made better known to young people (possibly T.V. broadcasting for school-leavers) and the name "Community College" might be a more appropriate title.

8. Scandinavia and Australia show that the cheapest provision is by Private Directed Study - the use of correspondence and media learning coupled with periodic face-to-face learning in colleges. This would fit our concept with the Open University developing its role as a resource centre.

9. The over-all aim should be attractive as presenting working men and women with opportunities to educate themselves at different levels, up-date their knowledge, re-train and extend their whole range of experience. It would in time lead to a more in-and-out system as opposed to the present end-on system.

10. Everybody in H.E. has submitted evidence to the D.E.S. for some new mechanism to co-ordinate public sector F.E. and H.E., to stop the over provision of courses, and check the waste of resources. The Pooling system is not conducive to proper financial control and responsibility (cf. Layfield) and encourages academic drift. The course approval is tortuous, bureaucratic and costly.

- local authorities propose a regional body representing institutions and LEAs.
- some Polytechnics want a Polytechnic Grants Committee.
- Most evidence to the D.E.S. proposed a National Higher Education Commission similar to that proposed by the 1972 Select Committee.

We saw the following difficulties with each of these proposals:

- a regional body would be inadequate since a key problem is the expansion of expensive advanced courses without any regard to national provision and demand.
- a Polytechnics Grants Committee would encourage academic drift (of the C.A.T.s) and would jeopardise the polytechnics' distinct philosophy by drawing a line between their advanced and F.E. community role. With 399 non-polytechnic colleges offering advanced courses and providing one-quarter of non-university degrees, a Polytechnic Grants Committee would be too narrow and limiting.

R.A.C.

A.E.C. 44

399 →

F.E.C. 600

- a National Higher Education Commission, if representative and advisory, would be a talking shop of vested interests and unlikely to have a creative role between the LEAs and the D.E.S. If it controlled finance, this would create a damaging upheaval in the universities.

11. Conservative education authorities have strongly opposed losing all responsibility for polytechnics. We suggest a compromise. Since there is a pressing need in the public sector for a national body which would have a diagnostic function and could co-ordinate all advanced work outside the universities, and, while local people best know their area's needs, liaison between institutions should be localised. We propose:

1. An Advanced Education Commission of no more than 30 members operating like the U.G.C. which:

- a) gives more self-respect to polytechnics by recognising they are national institutions which should operate on nationally allocated money free from local political pressures;
- b) where institutions remain under LEA authority but would get course approval and finance for advanced work from the Commission;
- c) would be responsible for distributing information about all advanced courses and would relate closely to other national bodies such as the C.S.E.A., the Technician Education Council, the Business Education Council (all of which might be incorporated into it).

2. Joint Area co-ordinating Committees, which need not be in any particular mold, but would consist of representatives of all F.E. and H.E. institutions, LEAs and universities (though they would not be bound by such a body) of the region. It would establish the closest liaison in such matters as a mutual sharing of buildings, student accommodation and transfer, relations with schools, planning joint courses, planning of courses on a joint basis with the regional T.S.A., and a supervisory role over teacher training and in-service provision.

Similar patterns exist in Norway and Canada and these bodies would replace the present R.A.C.s.

## 9. TEACHER TRAINING AND SUPPLY

The policy group on Teacher Training and Supply under the joint chairmanship of Lord Elton and William van Straubenzwe has concentrated upon proposals designed to improve standards within the teaching profession and has proposed:

1. It is essential that the morale of the profession should be improved and maintained. This can best be done by a rising standards of professional qualifications and performance and at a later stage increasing the financial rewards given to teachers.

2. Standards of entry to the teaching profession should be increased, possibly by the stimulus of a departmental circular. As a corollary of this there should be introduced as soon as possible a scheme for the early retirement of teachers with proportionate pension benefit.

3. Teachers should be trained in the specific skills required to teach effectively in different areas (e.g. Urban; rural; immigrant; deprived).

INTERIM REPORT  
EDUCATION POLICY PROPOSALS

ADDENDUM

Add on Page 12 a final paragraph to the section 8. FURTHER AND HIGHER EDUCATION

12. Alternative to the Setting up of an Advanced Education Commission.

The objection to an Advanced Education Commission is that it would be bureaucratic and unwieldy. An alternative which was favoured by the Shadow Cabinet Policy Sub-Committee would be to recognise that polytechnics are no longer primarily local but national institutions and this development should be recognised by setting up a separate Polytechnics Grants Committee. Such a body would be welcomed by many in the polytechnic world, would preserve the binary system, and would be likely to check the tendency of directors of polytechnics to seek university status by increasing their own self esteem.

4. Teacher training should take place in institutions of between 750 and 1,000 students. Affiliation, rather than amalgamation of teacher training with further and higher education institutions should be encouraged.

5. Postgraduate student teachers should have special courses designed to increase teaching practice experience during the normal term and to provide theoretical training during the present vacations. This might require the development of special 'advanced' training institutions for post-graduates which would inevitably become centres of excellence, and have staff at a higher salary scale.

6. Reach agreements with other countries to train teachers for them. A British college for teachers overseas could make a contribution to our foreign currency holdings and could act to establish an invaluable network of rapport and communication between Britain and the less developed and other countries.

10. TEACHERS COUNCIL

It has been agreed that we will support as a matter of policy proposals for a Teachers Council with the proviso that there will be no dominant union representation on such a Council. The exact role a Teachers Council will enjoy is a subject for further study.

11. THE INNER LONDON EDUCATION AUTHORITY

It has been agreed that further consideration will be given to the abolition of I.L.E.A., and especially to the possibility of giving London borough educational responsibility individually.

12. FINANCE

As far as can be determined, the costs of the various proposals of the education policy groups is minimal and in many instances actual savings will be made: eg. the proposal that parents should pay for nursery and day care provision; the proposal to abolish the Schools Council; the dispensing power of Heads to allow pupils to leave school early; the proposal to sell our teacher training skills abroad through a British college for teachers overseas.

It needs to be stressed that under the Labour Government, education is being cut more severely than any other area of welfare spending. The 1976 Public Expenditure White Paper (Cmd 6393) forecasts will mean that in 1979-80 less will be spent on education than was spent in 1972-3 and will be 2.3 per cent less than what is being spent now. In the same period, housing has only been cut by 1.8 per cent. The proposed education cuts in 1978-9 when compared to what was spent in 1974-5 reveal a massive drop in capital programmes to the tune of:

66.7 per cent for the under fives  
49.3 per cent for primary and secondary  
31.5 per cent for further and higher education

- amounting to reductions of between one-third and two-thirds everywhere. As Kenneth Baker's paper on possible education cuts points out:

1977-8 542  
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"The easiest area to achieve cuts quickly is in the capital programmes, and these have been raided on a fairly regular basis. It would presumably be possible to cut these further, but the basic infrastructure of the schooling system is bound to suffer."

The recurrent costs in education have increased although total recurrent educational expenditure in the 1976 White Paper (Cmd 6393) reveals a decrease of 1.3 per cent in real terms in 1978-9 in recurrent expenditure compared to 1975-6.

In the five years 1970-1 to 1975-6, the average annual rate of growth of public expenditure has been 5.1 per cent. (In this period education expenditure grew by 4 per cent - well under the average, and only two areas in the fifteen heads of public expenditure increased by less: defence (0 per cent) and other environmental services (3.6 per cent). Expenditure cuts quite simply ought not to be effected in such a capital and human investment area as education: in 1978-9 projected cuts in education expenditure come to one-quarter of the total amount (£618 m. of £2,414 m.) and one-third of the total in 1977-9.

#### 14. FUTURE PROJECTS AND ONGOING RESEARCH

The educational policy groups have covered a certain amount of ground, but there are obviously areas where more work has to be done and in particular on the permeation of values in education. In the foregoing sections certain of these areas have been specified. Others are:

- a) General values and aims in education and the problem of indoctrination.
- b) The curriculum.
- c) Religious and moral education.
- d) Sex education.
- e) Truancy and violence in schools.
- f) Primary and nursery schools and playgroups.
- g) Special education.
- h) Gifted children.
- i) Colleges of education and teacher employment.